



# Report Card Guide

## For Elementary Families

**Attendance:** Attendance information is included because a high attendance rate contributes to student success.

**Instructional Support:** These boxes will be marked with an X if your child is receiving additional support in English as a New Language or Academic Intervention Services (AIS) in ELA or Math.

Shenendehowa Central School District  
Shatekon Elementary  
35 Maxwell Drive  
Cifton Park, NY 12065

Trimester <X> Report Card  
Grade <X>  
YYYY – YYYY

Homeroom Teacher: Smith



Instructional Support	T1	T2	T3
The appropriate box will be X if your child is receiving the support English as a new language (ENL)			
ELA (AIS)			
Math (AIS)			

Student Attendance	T1	T2	T3
Absences			
Tardy			
Early Dismissal			

Student Core Academic Proficiency Levels			
4	Exceeding Proficiency: Applies concepts independently, produces high quality work		
3	Meets Proficiency: Developing appropriately, applies concepts with occasional support, produces quality work		
2	Approaching Proficiency: Beginning to develop, applies concepts with frequent support, produces work of inconsistent quality		
1	Developing: Needs to develop further understanding of grade level standards. Has difficulty applying concepts, even with significant support		

Key for Progression Indicators			
C	Consistent and Independent		
P	Progressing		
PS	Progressing with Support		
N	Needs Improvement		

READING	T1	T2	T3
<b>Foundational Skills</b>			
• Reads grade level text accurately and fluently to support comprehension			
• Knows and applies grade level phonics and analysis when decoding			
<b>Literary and Informational Texts</b>			
• Locates specific details in a text to support an answer or inference			
• Determine the theme or central idea of a text using key details; summarize parts of a text			
• Describe character traits and motivations using specific details from a text			
• Uses knowledge of text structure and features to support comprehension			
<b>WRITING</b>			
<b>Writing</b>			
• Organizes writing to match purpose and genre			
• Develops writing with details and grade appropriate vocabulary			
• Responds to text using valid claim and details			
• Demonstrates command of grade level conventions			
<b>SPEAKING AND LISTENING</b>			
<b>Comprehension and Collaboration Grade</b>			
• Participates in conversations in small and large groups			
• Presents Knowledge and ideas clearly			

MATHEMATICS – box will be X if child is accelerated	T1	T2	T3
<b>Problem Solving</b>			
• Explains strategies with objects, pictures, and numbers			
<b>Operations &amp; Algebraic Thinking</b>			
• Solves one step word problems within 100			
• Solves two step word problems within 100			
• Adds & subtracts within 20 using mental strategies			
<b>Number and Operations in Base Ten</b>			
• Understands three-digit numbers as groups of hundreds, tens, and ones			
• Compares numbers using place value (greater than / less than)			
• Adds within 1,000 using strategies			
• Subtracts within 1,000 using strategies (T2 and T3)			
<b>Measurement and Data</b>			
• Measures and estimates lengths in standard units			
• Works with time and money			
• Represents and interprets data			
<b>Geometry</b>			
• Classifies 2-D figures			
• Identifies fractions (halves/thirds/quarters)			
<b>SCIENCE</b>			
<b>Science and Engineering Practices Grade</b>			
• Makes Observations and Predictions			
• Collects and Organizes scientific information			
<b>SOCIAL STUDIES</b>			
<b>Social Studies Grade</b>			
• Understands Concepts and Content			



This is your guide to the elementary report card. An effective family engagement system includes multiple ways of communicating with you about your child's performance and progress. The report card is just one way we share information.

**Subject Information by Grade Level:** Separate documents have been created to help you understand the learning goals within each subject area. Supporting documents will be sent home with student work and be discussed at parent teacher conferences.

**Comments:** Teacher comments will be specific to your child and reflect how they are progressing toward the learning standard.

## More Information

If you have questions or need additional information, the best point of contact is your child's classroom teacher. Questions can also be directed to your child's Principal or the Elementary Academic Administrators for ELA/Social Studies and Math/Science. Additional information related to standards and assessments can also be found on the Shenendehowa Central Schools Academics webpage by department <https://www.shenet.org/academics/>, and on the New York State Education Department's webpage <https://www.nysed.gov/standards-instruction>.

### Shenendehowa Central Schools Today's Kindergarteners, Tomorrow's Leaders

#### Actualization of the Mission:

- **Engagement** - student voice and choice, a passion for learning
- **Innovation** - personally relevant learning opportunities, yielding critical and innovative thinkers
- **Globally Competent** - value and respect difference, seeking equity in opportunities and outcomes
- **Collective Work and Responsibility** - civic-minded learners, fostering school and community partnerships

The  
Educational  
Journey is the  
Priority

Leveraging  
Resources to  
Maximize  
Opportunities

#### Future Present

- Spaces entrusted to facilitate collaboration and engagement
- Pedagogical practices are modernized and dynamic
- Equity in outcomes drives decision making and measures of progress
- Learning and communications capitalized
- Safety permeates practices and protocols

## What is Standards-Based Reporting and why is it used?

Standards-Based Reporting gives you information about how your child is progressing toward meeting the New York State Standards during the course of the school year. Standards specify what all students should know and be able to do. In a Standards-Based system:

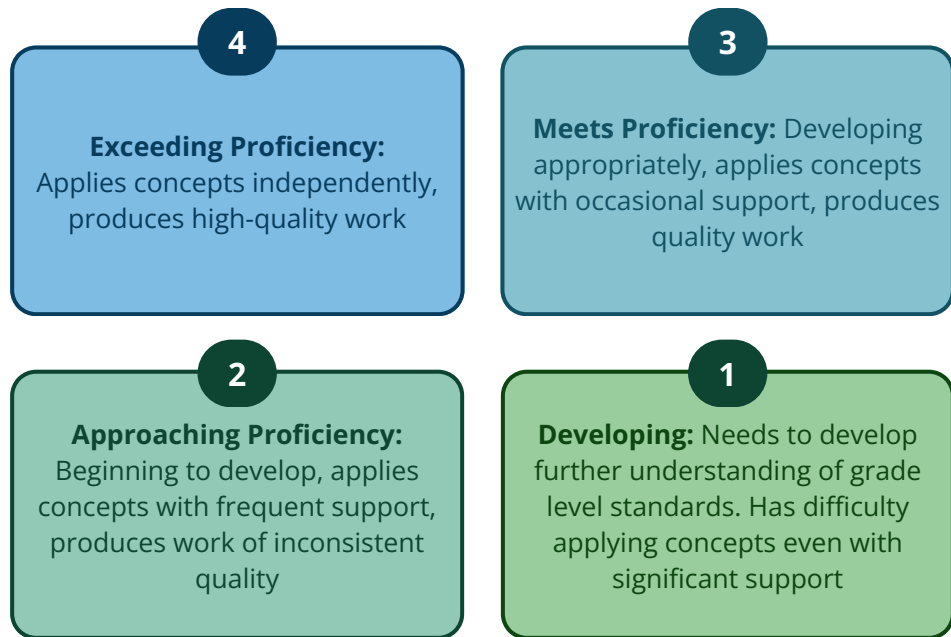
- Your child's performance is measured against the standard, rather than simply being compared to other students in their class.
- As parents and guardians, you are provided clear information on how your child is progressing academically.

## Tips for Reviewing the Report:

- Review the report card with your child.
- Ask your child questions about the content of the report card; get their insights into the learning focus and the proficiency levels.
- If you are uncertain about any portion of the report card, make note of it, ask your child, and when needed, ask your child's teacher.
- Together, identify areas of accomplishment and growth, and celebrate them; remember that a "3" designates "meeting proficiency" and is cause for celebration.
- Ask your child's teacher about ways to help support learning at home.

## Core Academic Proficiency Levels

Scores on the report cards are numbers in the form of a 4, 3, 2, or 1. These proficiency levels indicate how your child is doing at that time of year to be on track for meeting end-of-year learning goals.



A “3”, as highlighted in the academic descriptors, indicates that a student is meeting grade level expectations at the time of reporting.

### There is no comparison to a percentage.

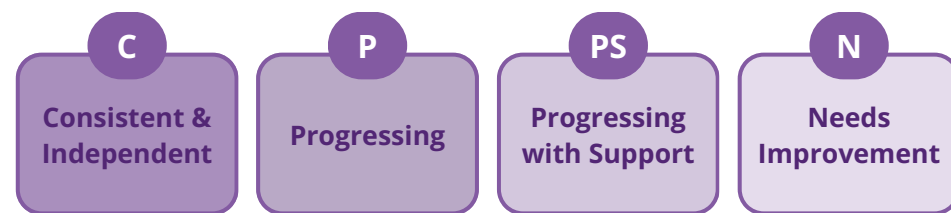
- The grades 4, 3, 2 and 1 are designed to show how your child is performing toward meeting the grade level expectations.
- The **Meets Proficiency** score of 3 shows that your child is performing at grade level. If that performance is maintained, your child will meet the end-of-year standard.

### If your child did not receive a 3:

- The **Approaching Proficiency** score of 2 shows that your child is making progress toward the grade level expectation, however isn’t quite there yet. Some additional support may be necessary.
- The **Developing** score of 1 shows that your child is performing well below the expectations for that time of year. This indicates that extra support and intervention will be required to make progress toward the standard.
- The **Exceeding Proficiency** score of 4 shows that your child is performing significantly above the grade level expectations. If this performance is maintained, your child will continue developing critical thinking and collaboration skills, while learning at deeper levels.

## Social Emotional Learning Progression Indicator

In addition to Academic Proficiency levels, students are given scores to show how they are meeting expectations for Social Emotional Learning Standards.



## Social Emotional Learning Standards

We believe in the importance of developing students who are knowledgeable in content areas and also have the skills and the character to be successful learners. Therefore, our goals for students include demonstration of Social Emotional Learning (SEL) as well as academic performance. The standards are aligned with the Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework Standards.

The following learner descriptions provide examples of what we want students to demonstrate:

### Self-Awareness

- Identifies and correctly labels basic emotions
- Recognizes strengths and areas for growth

### Self-Management

- Practices verbal and physical self-control
- Demonstrates the skills to manage one’s emotions, thoughts and impulses in constructive ways

### Social Awareness

- Recognizes and considers the feelings of others
- Demonstrates awareness and respect for similarities and differences among community, cultural and social groups

### Relationship Skills

- Demonstrates interpersonal skills and collaborates effectively with peers
- Makes thoughtful decisions, reflects on actions and considers outcomes
- Demonstrates responsible decision making and problem solving skills

### Responsible Decision Making

- Follows expected routines and behaviors, maintains focused listening, even in the presence of distractions